The Writer’s Craft

Elaboration, Revision, and Proofreading Worksheets

Purple Level
Grade 12

McDougal, Littell & Company
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To the Teacher

The *Elaboration, Revision, and Proofreading Worksheets* provide practical and appealing ways for students to strengthen the writing skills they may find most difficult to master—elaboration and revision. Also, because elaboration is often a major focus of writing assessments, using the elaboration worksheets will help your students prepare effectively for important tests.

Since each kind of writing requires a different type of elaboration, one Elaboration Worksheet is provided for every guided assignment. Each worksheet provides a base paragraph plus prewriting notes that include information, ideas, descriptions, quotes, and statistics. Specific questions and directions help students use the prewriting notes to create an effectively revised and elaborated paragraph.

As with the Elaboration Worksheets, a Revision and Proofreading Worksheet is provided for each guided assignment. After following specific suggestions for the revision of a short essay, students use standard proofreading marks to indicate corrections. They then bring all changes together to create fully revised and corrected pieces of writing.

A Proofreading Worksheet for each grammar handbook is also provided to help students practice finding errors in punctuation, spelling, and usage.

The worksheets in this booklet may be completed prior to the revision stage of a guided assignment, or you may find them more effective as a reteaching tool. They are always useful as preparation for writing assessments.

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Life can teach you a lesson when you least expect. I think back to the time I borrowed my best friend Josie's favorite earrings to go to my cousin's wedding. She begged me not to lose the earrings, but I scarcely listened. After the ceremony, however, at the reception, I lost them. Josie looked devastated when I broke the news. I said, "Josie, I'll buy you a new pair, an even better pair." The look in her eyes stopped me dead. "Don't you understand?" she whispered. "Those earrings were an heirloom. Weren't you listening?" I realized something awful: if they'd been my earrings, I would never have lost them. That day I decided to notice and respect what other people value.

Prewriting Notes
- What Josie told me about earrings: from great grandmother, irreplaceable.
- Why I didn't listen: Josie was going on and on (I didn't plan to lose earrings anyway).
- How it happened: earrings hurt, took them off, put them on windowsill, one hour later—gone!
- Josie's reaction: cheeks went white as chalk, eyes flew open, she said, "Oh no! Oh no!" (sounded like hurt animal whimpering)
- Me to Josie: "Good grief, Josie, it's not the end of the world. I have $100, I'll get you an even better pair."
- Hard truth: I'd been careless because it was someone else's treasure

Suggestions for Elaboration
- Elaborate on Sentence 3 by adding details.
- Rewrite Sentence 4 to explain more specifically how the writer lost the earrings.
- Add sentences after Sentence 5 to give a more vivid picture of Josie's reaction.
- Expand the dialogue in Sentences 6–9 to give more information about the writer's intentions and the value of the earrings, and to make the interaction more dramatic.
Revising and Proofreading

To revise a reflective essay, check to make sure it focuses on a significant experience and effectively highlights the significance of that experience. Also check that the language is vivid and the organizational strategy is logical and consistent.

Revise this passage from a reflective essay. Begin by answering the questions that follow. Then use proofreading marks to correct errors in grammar, usage, capitalization, punctuation, and spelling. Finally, put all the revision and proofreading changes together by rewriting the passage on a separate sheet of paper.

(1) I went to where my parents were to tell them about my summer plans and I said, "I've decided to turn down that dull job I was offered around here. (2) I've got a chance to, uh . . . work on a fishing boat this summer—in Alaska." (3) Then I braced myself for a storm. (4) I knew exactly what they were going to be saying I thought. (5) It's so far away, your too young, it sounded dangerous, etc. (6) I began to think of angry responses. (7) Before they even had a chance to speak. (8) I really like fishing.

(9) "Alaska!" Said my Mom. (10) "Why that sounds interesting, Ben." (11) She was smiling and Dad was nodding, looking pleased. (12) I couldn't hardly believe it. (13) They were actual not going to argue? (14) I started feeling nervous, wondering if I really wanted to do this thing. (15) It's better to make decisions based on what I really want rather than on how I think other people will react.

1. Rewrite Sentence 1 to make it less stringy. Also add details to show the reader how the writer feels. ________________________

2. Replace Sentence 8 to keep the essay focused on the family conversation. ________________

3. Write a new sentence to follow Sentence 14 and to lead into Sentence 15. ________________

4. Write a final sentence to conclude the last paragraph. ________________
Observation and Description

Elaboration

The paragraph below is from a draft of a journalistic narrative. Use the Suggestions for Elaboration to develop the ideas in the paragraph, both by adding information to existing sentences and by creating new sentences. Pertinent details can be found in the Prewriting Notes. Write your new paragraph on a separate sheet of paper.

First Draft

(1) All morning people trickled in. (2) They gathered in bunches on the lush lawns. (3) They watched the Magic Lantern Theater group setting up a show for this event, the annual Chester County Earth Day picnic. (4) Earth Day was launched by Wisconsin Senator Gaylord Nelson in 1970, and it has been observed across the nation ever since. (5) At noon Magic Lantern began its skit. (6) High school seniors Jose Martinez and Martha Clark portrayed Earth Man and Earth Woman. (7) Al Markowitz portrayed Trashman who comes to their door, begs to be let in, and later forces Earth Folks out of their own home. (8) It was a good skit for an important occasion.

Prewriting Notes
• Where: Smollet Park, Chester County. • When: April 22, all day, beginning in the morning. • What: Annual picnic, 6,000 people • Why? Earth Day • Events: speakers, food, theater • History of Earth Day: Launched in 1970 by Senator Nelson’s Seattle speech: he calls for “an event in honor of the earth.” Nelson one of the first environmental politicians. April 22, 1970, first Earth Day—20 million people took part! (CBS News) • now annual and nationwide • Magic Lantern skit: Earth Man and Earth Woman (dressed in leaves, vegetables) • Trashman (covered with soot, styrofoam packages, cans, plastic wrappers)

Suggestions for Elaboration
• Elaborate on Sentences 1 and 2 to answer some of the classic questions of journalism— who, what, where, when, and why or how.
• Elaborate on Sentence 4 to start a new paragraph and to give readers more information about the history of Earth Day.
• Add details to Sentences 6 and 7.
• Rewrite the ending to help bring the angle of the piece into focus.
To revise a journalistic narrative, make sure that it flows smoothly, develops a distinct angle on the subject, and gives a vivid, factual account.

Revise this passage from a journalistic narrative. Begin by answering the questions that follow. Then use proofreading marks to correct errors in grammar, usage, capitalization, punctuation, and spelling. Finally, rewrite the corrected passage on a separate sheet of paper.

1. Mr. Fraser was in his establishment, but the absence of commodities indicated that the final moments had come.

2. Fraser's market had been a Cooperstown Fixture for five decades. Most of the parents in town have bought candy there when they was children. Some 65 million people live in rural and small town America, but that number is shrinking fast—by 300,000 a year according to one recent survey. When I was a child I could always find a friendly smile at Frasers, and "credit" when I had only four pennies for the nickel popsicle. If you ask me, it's more pleasant to live in a small town.

7. Fraser's Market was shutting down, and I was the only one to witness its passing, except for two men from a moving company. "What's next for you Mr. Fraser?" I asked as the movers enter the store and begin dismantling the fixtures.

9. He said he was retiring to Florida and went to put up his "closed" sign, saying the place was now closed for good.

1. Rewrite Sentence 1 to give the piece a more casual, conversational tone.

2. Where would you move Sentence 7 to give the piece more coherence?

3. Which two sentences should be deleted to maintain the focus?

4. Revise the conclusion to include a direct quotation and some descriptive details.
Narrative and Literary Writing

Elaboration

Below, you will find the first draft of a scene from a student screenplay about a conflict between a teenager and her mother. Use the Suggestions for Elaboration to further develop the scene, both by rewriting or adding to existing lines and by creating new lines. Pertinent details, images, and other notes can be found in the Prewriting Notes. Write your new scene on a separate sheet of paper.

First Draft

(1) JEAN AND LORNA IN A PLEASANT KITCHEN INTERIOR
(2) JEAN: You can't work in that coffee shop anymore, Lorna. Just tell Mr. Jordan you're quitting.
(3) LORNA: Tell me why, Mama.
(4) JEAN: Your grades are slipping, and you're tired all the time. Why don't you let me give you an allowance? I'm afraid you won't get into a good college if this keeps up.
(5) LORNA: Well, Mama, I'm not going to college. I've decided to get a job after I graduate.

Prewriting Notes

• Scene 2: Setting: kitchen, middle class suburban home • Characters: Mrs. Jean Cox, accountant, 47 years old, slim, positive manner, tends to wear tailored slacks and shirts; Lorna Cox, 17, lanky, long straight blond hair, stooped shoulders, poor complexion. • Problem: Lorna is working while going to school: long hours, stays up late, doesn't need money, since parents would give her an allowance, but she wants to break away from being so dependent on them and from always doing what they want. • Background: Originally parents encouraged Lorna to take the job (Mrs. Cox: "It'll teach you the value of a dollar."). Now they worry that it's cutting into Lorna's grades.

Suggestions for Elaboration

• Add information to Line 1 to give a more detailed and specific sense of the setting and the characters.
• Expand the interchange between the characters in Lines 2, 3, and 4 to convey a more dramatic sense of conflict.
• Add visual directions and dialogue after the first sentence in Line 5 to dramatize Jean's reaction to Lorna's announcement.
Revising and Proofreading

To revise a dramatic scene, make sure that the conflict is interesting and the characters are believable. Also check that the dialogue is appropriate to the characters, the action is well-paced, and the scene includes clear stage directions.

Revise this scene from a mystery play set in England in the year 1900. Begin by answering the questions that follow. Then use proofreading marks to correct errors in grammar, usage, capitalization, punctuation, and spelling. Finally, rewrite the corrected passage on a separate sheet of paper.

1. Rewrite Passage 1 to make the setting more authentic.

   (1) LORD MARSH AND INSPECTOR SLOBIN ARE STANDING
   BY THE PICTURE WINDOW IN THE DINING ROOM, LOOKING
   OUT OVER A SUPERMARKET PARKING LOT. (2) JARVIS THE
   BUTLER ENTERS SEES THEM AND PULLS BACK—BUT NOT
   BEFORE: MARSH SPOTS HIM.

   (3) MARSH: Wait, jarvis. what did you want in here.

   (4) JARVIS: Well, I was looking for something, okay? Everybody
   stay calm; I was just leaving.

   (5) SLOBIN: stepping forward What exactly were you looking for.

   (6) JARVIS: Oh just a letter from my poor Mother, sir!

   (7) SLOBIN: (Draws an blue envelope from his pockit) This.

   (8) JARVIS: Yes, and I'd like it back, since it isn't yours.

   (9) SLOBIN: Nor yours', I'm afraid. (10) Why, this envelope
   contains the plans for a deadly new weapon. May I ask
   how it came into your possession, Mr. Jarvis?

2. Rewrite Passage 4 to make Jarvis more believable as a butler.

3. Revise Passage 8 to make this climatic moment more exciting.

1. Rewrite Passage 1 to make the setting more authentic.

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   BY THE PICTURE WINDOW IN THE DINING ROOM, LOOKING
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   how it came into your possession, Mr. Jarvis?

2. Rewrite Passage 4 to make Jarvis more believable as a butler.

3. Revise Passage 8 to make this climatic moment more exciting.
The paragraph below is from the draft of an essay. Use the Suggestions for Elaboration to develop the ideas in the paragraph, both by adding information to existing sentences and by creating new sentences. Pertinent details can be found in the Prewriting Notes. Write your new paragraph on a separate sheet of paper.

First Draft

(1) Today we often hear the word *multicultural* used to describe American society. (2) Because the United States has received more immigrants than any other country in history, we do have a society made of many cultures. (3) Each new group of immigrants has contributed something to the rich tapestry that is American society. (4) Today, however, multiculturalism is not used merely to describe; more often the word is used to suggest that diversity is good. (5) Some supporters of it want to see different cultures blend together. (6) Others favor the idea of different cultures weaving together. (7) Given our history, multiculturalism is as American as tacos, pizza, or apple pie.

Prewriting Notes

- **History** First immigrants from Spain, England, France, Africa, etc. Over next 200 years, people from all parts of the world.
- **Dictionary definition:** *multicultural* = *multi* ("of or pertaining to many") + *culture* ("beliefs, customs, arts... and other ideas...")
- "*Multiculturalism*" implies diversity is good—no one culture more important than any other.
- **Versions:** (1) blending: many cultures mix into one new American culture, from which separate strands vanish like ingredients in cake (2) cultures weave together, i.e. keep own identities but make new whole, like threads in cloth.

Suggestions for Elaboration

- Elaborate on Sentences 2 and 3 to add facts and a definition of culture.
- Develop Sentence 4 to explain the idea of diversity.
- Expand Sentences 5 and 6 with information and analogies.
Revising and Proofreading

To revise an essay that explains a concept, make sure it presents a logical, well-organized, and coherent explanation of the concept and offers a reason for explaining it.

Revise this essay. Begin by answering the questions that follow. Then use proofreading marks to correct errors in grammar, usage, capitalization, punctuation, and spelling. Finally, rewrite the corrected passage on a separate sheet of paper.

(1) American criminal law is based on a concept called the adversarial system. (2) The system works only if each side presents its most strongest case. (3) According to this concept, the truth about a particular case will become obvious if the two adversaries are allowed to debate. (4) In a courtroom, therefore, neither the lawyer who's prosecuting nor the one who's defending is supposed to approach the whole question in an unbiased manner or try to figure out the so-called objective truth. (5) Those duties lay with the judge and jury. (6) The lawyers are supposed to argue passionately for the side they represent. (7) An example may show how the system works. (8) Let's say a citizen has been accuse of a crime, and hire a lawyer to defend him. (9) The defense lawyer attempts to introduce every fact that tends to make his client seem innocent. (10) The prosecutor tries to bring out every piece of evidence which makes the citizen seem guilty. (11) Between them, the defense lawyer and the prosecutor is likely to bring out all the facts.

1. Which sentences should be transposed to improve the organization of this piece?

2. Rewrite Sentence 4 to express the idea more clearly and precisely.

3. Add a concluding sentence reinforcing the idea that the adversarial system does work.
Informative Exposition: Analysis

Elaboration

The paragraph is from a draft of a science article. Use the Suggestions for Elaboration to develop the ideas in the paragraph, both by adding information to existing sentences and by creating new sentences. Pertinent details can be found in the Prewriting Notes. Write your new paragraph on a separate sheet of paper.

First Draft

(1) Scientists believe that every star starts out as a nebula.
(2) Due to the force of gravity, the nebula shrinks over the course of eons. (3) Eventually it becomes so dense that its atoms begin to collide and break, setting off nuclear explosions. (4) The nebula has now turned into a star. (5) The energy bursting out stops the shrinking process temporarily. (6) As fuel burns away, though, the star starts collapsing again, only to explode into a fireball called a red giant.
(7) Red giants eventually contract into white dwarfs or even neutron stars. (8) Huge stars may even shrink to tiny dots called "black holes," the heaviest things in the universe.

Prewriting Notes
- Nebula: cloud in space: dust and gas (hydrogen mostly), turns slowly, millions of miles across. Gravity: force that makes every piece of matter pull every other piece of matter; holds all planets together, makes particles in a nebula move toward center (hence the shrinking). Red giant: Most are bigger than our solar system. White dwarf: no bigger than Earth, hotter than our sun, one matchbox of matter from white dwarf would weigh one ton. Neutron stars: very dense ball—less that ten miles across; electrons/protons/neutrons all squashed together in a neutron star; one matchbox of NS matter = one billion tons. Black holes: one grain outweighs our solar system (including sun); gravity strong enough to suck in anything that comes close, light included—hence name (can't be seen)

Suggestions for Elaboration
- Add details to Sentence 1 to describe what nebulas are.
- Expand Sentence 2 with explanatory information.
- Expand Sentence 7 to explain what white dwarves and neutron stars are.
- Write one or more concluding sentences to emphasize how heavy black holes are.
Informative Exposition: Analysis

Revising and Proofreading

To revise a subject analysis, make sure that it includes a well-organized and effective introduction, body, and conclusion.

Revise this passage, which is based on an encyclopedia article. Begin by answering the questions that follow. Then use proofreading marks to correct errors in grammar, usage, capitalization, punctuation, and spelling. Finally, rewrite the corrected passage on a separate sheet of paper.

(1) Despite what people often say, no connection has been found between brain size and intelligence. (2) The brilliant physicist, Einstein, had it seems, an average or under sized brain.

(3) Studies show, that only one parts of the brain are involved in the kind of thinking we usually call intelligence. (4) These are the outer skin or cortex, of the forebrain or cerebrum. (5) This cerebral cortex is a thick layer of tissue with much folds! (6) The depth and number of these folds seem to have something to do with how intelligent one is, whether one be human or animal, with deeper and more numerous folds meaning one is more intelligent. (7) It's true that humans have the biggest brain-to-body ratio of all animals. (8) This measure, however, doesn't seem to account for differences in intelligence among humans. (9) Interesting enough, the cerebral cortex of a dolphin is just as deep and convoluted like a humans.

1. Revise Sentence 1 to create a livelier introduction. 

2. Where should Sentences 7 and 8 be moved? 

3. Rewrite Sentence 6 to make it clearer and to remove the pronoun one. 

4. Write a question to follow Sentence 9 in which you compare dolphins and humans. 

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First Draft

(1) Many teenagers would like to make money, but they don’t know where to look for work. (2) Many adults would be glad to hire teenagers but don’t know how to find teenagers who want to work. 

(3) We could solve both problems by starting a job center at our school. (4) All we need is a teacher to sponsor us, volunteers, a phone, and some card files. (5) Students who wanted work could come in and fill out cards. (6) They would have to pay a small fee to be listed. (7) The Center would use this money to pay its costs. (8) Students could take turns answering the phone and operating the Center. (9) They would match up people who had jobs with teenagers who wanted jobs. Everybody, it seems to me, would win.

Prewriting Notes
• Problems: jobs not listed in paper, going door-to-door asking for work can be dangerous • Possible jobs: babysit, yardwork, haul trash, wash cars, etc. • Information needed on cards: name, address, phone number, skills, hours • Costs: ad in newspaper, printing of leaflets for community bulletin boards, phone rental; phones manned by volunteers • How it would work: adult calls in, describes job, hours, pay. Coordinator pulls file for that job type, finds student who matches up, provides phone number, employer calls teenager.

Suggestions for Elaboration
• Elaborate on Sentence 1 to give reasons.
• Expand Sentence 2 with examples of specific jobs.
• Follow up on Sentence 5 with details about the cards.
• Rewrite Sentence 7 to explain specifically what costs would be involved.
• Expand Sentence 9 by explaining the matching process.
Informative Exposition: Synthesis

Revising and Proofreading

To revise a proposal, make sure that it clearly identifies the problem, uses factual supporting evidence, presents a workable plan, and shows how it would be implemented. Also check to see that it demonstrates the proposal's advantages and refutes any possible objections, using an appropriate tone and choice of details.

Revise this passage. Begin by answering the questions that follow. Then use proofreading marks to correct errors in grammar, usage, capitalization, punctuation, and spelling. Finally, rewrite the corrected passage on a separate sheet of paper.

(1) It's a pity how students have disagreements that simmer and then erupt as a fight—I could give an example that happened at this very school. (2) Students are like adults, they have conflicts. (3) School Authorities can't hardly arbitrate these conflicts because they don't learn of them early enough, and because they don't too often understand the issues. (4) The big question is whether the parties to a conflict will abide by someone's else's decision.

(5) I think the administration should help we students set up their own court. (6) Any two students who is having a disagreement could come to this court, and argue their case (7) I'm sure most students would be willing to accept what a court like this decided. (8) Such a court will help we students solve our own selves's problems. (9) What's more, it might even be loads of fun.

1. Rewrite Sentence 1 to include a specific example. You may need to add one or more sentences.

2. Rewrite Sentence 4 to address the question of adult arbitration directly and eliminate the possibility of a solution along these lines.

3. Strengthen Sentence 8 by including a reason.

4. Replace Sentence 10 with a sentence that points out advantages of the proposal.
First Draft

(1) People have gotten ill from eating foods that had pesticide residues in them. (2) Pesticides are toxic chemicals. (3) Without them, defenders argue, modern agriculture would be impossible. (4) Environmentalists, however, point to the health risks pesticides pose and question whether these toxic chemicals can be effective against pests in the long term. (5) Perhaps the problem really stems from the modern practice of planting one crop across many acres, thereby encouraging pest growth. (6) Alternative methods of farming might be one way to avoid the problems associated with pesticides.

Prewriting Notes

- Pesticide Facts: Used against insects, rats, weeds, fungi
- Banned pesticides: DDT, chlordane, heptachlor, aldrin
- Reason pesticides needed: one crop planted over many acres promotes pest growth (like setting banquet for whatever pest feeds on that crop)
- Crop requiring heaviest pesticide use: cotton
- Points Against: (1) 1985 case—almost 1,000 in West got sick from watermelon with residues of the pesticide Temik (2) 1987 EPA report, 20 harmful pesticides found in ground water of 24 states (3) DDT residues found even in Antarctic animals
- Points For: (1) Each $1 on pesticides means $3 more crop yield (California State Report) Total farm yield for California increased 10-15% by pesticides (2) Millions of lives saved by anti-mosquito DDT (3) Bubonic plague conquered basically by anti-rat pesticides

Suggestions for Elaboration

- Rewrite Sentence 1, using the example of Temik to create an opening that catches attention. Add sentences and state the question you are examining.
- Add details to Sentence 2 to make the definition complete and accurate.
- Expand Sentence 3 with facts and reasons for the pro-pesticide argument.
- Elaborate on Sentence 4 to make the case against pesticide use more detailed.
- Add details about one-crop faming to Sentence 5.
**Persuasion**

**Revising and Proofreading**

To revise an argument analysis, check that it presents the controversy clearly and provides adequate background information.

Revise this passage. Begin by answering the questions that follow. Then use proofreading marks to correct errors in grammar, usage, capitalization, punctuation, and spelling. Finally, rewrite the corrected passage on a separate sheet of paper.

1. You no longer have to be a rugged pionier to vacation in one of American national parks. (2) Some 560 private companies earn over $500 million a year for operating everything from tour buses to big hotels and restaurants in the parks.

   (3) Some argues bitter against these services. (4) Hotels, restaurants, stores, and buses, they say, are things they don't need or want in a park. (5) Others however attacks the notion of a park that only a few rugged campers can enjoy. (6) Delux accommodations, they argue, make parks accesible to everybody from families with babys to the old and infirm.

   (7) The two sides emphasize different values. (8) Perhaps a happy medium could be found. (9) Services could be built to suit every taste, but they could be strict limited to only accomodate as many people as can use the park without damaging the environment.

1. Rewrite Sentence 4 to say why the services are not wanted. You may need more than one sentence. ________________________

2. Revise Sentence 7 to state the two values of protecting the environment and making the beauty of the parks accessible to all. ________________________

3. Add a final sentence to bring the piece to an effective conclusion. ________________________
Writing About Literature

Elaboration

The paragraph below is from the draft of a critical essay about the detective Sherlock Holmes, who was invented by British author Sir Arthur Conan Doyle. Use the Suggestions for Elaboration to develop the ideas in the paragraph, both by adding to existing sentences and by creating new sentences. Pertinent details can be found in the Prewriting Notes. Write your new paragraph on a separate sheet of paper.

First Draft

(1) Sherlock Holmes has been one of the most enduring figures in modern literature. (2) Holmes is supposed to be a detective, but he’s actually a magician; and that’s the key to his popularity. (3) Many times in the stories he comes up with results that seem magical, for example, in The Hound of the Baskervilles. Holmes, however, can always explain how he achieved his results, and that’s what makes his particular magic unique and so appealing. (4) He relies on techniques that we hard-headed modern readers find completely believable, even in this age of science. (5) Thus, Sherlock Holmes gives us the best of both worlds.

Prewriting Notes

• Setting: 19th century; London; 221 Baker Street • Characters: Holmes—brilliant, eccentric, moody; Watson civilized, intelligent, very human • Plots: Beginning—scary, inscrutable puzzle (usually murder); Middle—Holmes gathers clues as befuddled Watson observes; End—Holmes reveals “elementary” answer and how he deduced it. • MagicalFeat: The Hound of the Baskervilles: Looks at a walking stick, gives complete physical description of owner • Holmes’s Techniques: Observation, data gathering, deductions (same procedure followed by scientists conducting experiments) • Ultimate Appeal: magic consisting of techniques/powers that science (and we, therefore) accepts as real.

Suggestions for Elaboration

• Add information to Sentences 1 and 2 to explain who Holmes is, what the stories about him are like, and why his popularity might be interesting to explore.

• Develop Sentence 3 into a detailed discussion with specific examples.

• Add details to Sentence 4 to identify Holmes’s techniques.

• Expand Sentence 5 to summarize the main point.
Writing About Literature

Revising and Proofreading

To revise a literary analysis, make sure that it clearly identifies the work under examination and presents a unified interpretation based on specific evidence.

Revise this passage, which is based on a critical examination of Mary Shelley’s nineteenth-century novel *Frankenstein.* Begin by answering the questions that follow. Then use proofreading marks to correct errors in grammar, usage, capitalization, punctuation, and spelling. Finally, rewrite the corrected passage on a separate sheet of paper.

(1) Shelley created one of the most enduring monsters in all of literature—Frankenstein’s monster. (2) Her classic novel tells the story of a scientist who built an enormous man out of body parts. And brings it to life, only to lose control of it. (3) The monster goes on a rampage, until, caught on an iceberg, it floated out to sea.

(4) Frankenstein is a horrifying story, but not just a horror story. (5) It’s a powerful story that has a message about how a great discovery in science is used by a person who is himself a scientist but uses his discovery without thinking about all of its possible consequences.

(6) Shelley’s “Dr. Frankenstein” is a typical 19th-Century scientist, drunk with the power, he thinks science can give him not over men but over nature. (7) The movies have brought this character back dozens of times. (8) Is science really giving us power over nature, or is it creating monsters that will destroy us? (9) In an age of nuclear bombs, this question is important!

1. Revise Sentence 1 to let readers know specifically what work will be examined.

________________________________________________________________________

2. Rewrite Sentence 5 to shorten it and clarify the main idea.

________________________________________________________________________

3. Which sentence should be deleted, since it bears no relevance to this interpretation?

________________________________________________________________________

4. Rewrite Sentence 9 to create a transition from the preceding sentence.

________________________________________________________________________

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The paragraph below is from a research paper. Use the Suggestions for Elaboration to develop the ideas in the paragraph, both by adding to existing sentences and by creating new sentences. Pertinent details can be found in the Prewriting Notes. Write your new passage on a separate sheet of paper.

**First Draft**

(1) Centuries ago, tribes of nomads roamed the globe, and they were very often very successful and powerful people. (2) Today, nomadism as a way of life seems outmoded, and in every country where nomads still exist, the government has tried to make them settle down. (3) These efforts have failed, probably because they stem from a mistaken assumption. (4) Most of today's nomads live in harsh environments where other lifestyles might not be possible. (5) They live in waterless deserts, high mountains, and the frigid regions of the far north. (6) Experts believe that nomadism might be the most efficient way to live in environments like these.

**Prewriting Notes**

- Definition of nomad: having no permanent home but moving about in search of food and pasture
- Nomads in History: The Huns (leader: Attila) • "Barbarians" who toppled Rome: Goths, Franks, etc. • Mongolians (leader: Genghis Khan) • Nomads Today: Pushtoons/Baluchi (Number: about 5 million; Where: arid, high deserts of Afghanistan, Pakistan, Iran) • Tuaregs & others (Number: 3.5 million; Where: "The Sahel," dry, southwestern edge of Sahara Desert) Sami, Samoyeds, Tungus or "reindeer people" (frigid northern Siberia) Bushmen (Kalahari Desert, southern Africa) • Attempts to settle: 100,000 Tuaregs of Sahel who tried farming now live in refugee camps; Pushtoon/Baluchi fled government-built villages, remain nomadic
- Anthropologist Richard Evans: "... nomadic social systems frequently appear to represent the most efficient use of resources in an inhospitable natural or social environment."

**Suggestions for Elaboration**

- Rewrite the opening, using details to make it engaging and to define nomads.
- Develop Sentence 3 into a clear thesis by specifying the mistaken assumption.
- Expand Sentence 5 with concrete examples of nomadic groups and specific places.
- Rewrite Sentence 6, using an exact quotation to make the point more convincing.
Revising and Proofreading

To revise a research paper, check that it establishes a central thesis and develops it coherently with concrete details and accurate, well-documented information.

Revise this section of a research paper. Begin by answering the questions that follow. Then use proofreading marks to correct errors in grammar, usage, capitalization, punctuation, and spelling. Finally, rewrite the corrected passage on a separate sheet of paper.

(1) The factory worker of the future may not never need a lunchbreak. (2) It's job may well be to build other workers like itself.
(3) Bio-engineering, computerized medicine, and robot factory workers—all may be part of our not-so-distant future.
(4) Robots has a long history in books, movies and the human-imagination. (5) They have moved out of the realm of fiction. (6) In America, robotics is a 2 billion industry. (7) Robots builds cars and handles radioactive materials. (8) In Japan, robotics is even more advanced, and robots are widely used in the auto industry. (9) Robots operated the voyager spacecraft that sends back pictures of jupiter.
(10) According to one estimate, 11 million Japanese robots will be at work by the year 2,000 and will be very active in the Japanese auto industry ("Robotics" 179). (11) Says James Albus a robot specialist, at the national bureau of standards "We're heading into a postindustrial society, in which there will be no need for human beings to engage in the manufacture of basic goods."—Solomon 44.

1. Add a new sentence before Sentence 3, naming and defining the subject of the paper. ________________________________________________________________

2. Revise Sentence 5 to make a smoother transition from Sentence 4. ______________________________________________________________

3. Which sentences should be transposed to make the paper better organized? _______________________________________________________

4. Revise Sentence 10, eliminating redundant information. ______________________________________________________________
Elaboration

The paragraph below is from an answer to this essay topic: Discuss the Civil War in light of this quote by historian William McNeil: “We learn what it is to be an American by reading about the United States government and about what other Americans have done in the past.”

Use the Suggestions for Elaboration to develop the paragraph, both by adding to existing sentences and by creating new sentences. Pertinent ideas can be found in the Prewriting Notes. Write your new paragraph on a separate sheet of paper.

First Draft

(1) The Civil War is a perfect example of what McNeil is saying. (2) The American Revolution left us with a terrible contradiction—slavery. (3) Looking back, we realize what a crisis the South provoked when it tried to secede. (4) We also see that Americans of the time faced the challenge. (5) Leaders on both sides made hard choices, and ordinary Americans shed blood to determine the outcome. (6) Because of them, we take for granted now this unified nation, dedicated to the principle that all citizens are born free and equal. (7) These things are burned into our sense of ourselves as Americans. (8) A study of the Civil War shows that they’re not inevitable, but come to us from our history. (9) McNeil is right, therefore: we can find out who we are by studying Americans of the past.

Prewriting Notes
- McNeil’s idea: American identity and values shaped by history: what Americans did in past. Civil War as example: a second birth, led to America as we know it. Documents of American Revolution spoke of freedom, democracy, but slaves not free. Problem: South had plantation system: thought economy would collapse without slaves—issue of survival. What if (1) North had allowed Secession? (2) South had won? (3) compromise had kept Union together, but left slavery in place?

Suggestions for Elaboration
- Add an introductory sentence that summarizes McNeil’s statement.
- Insert several explanatory sentences after Sentence 2.
- Follow up on Sentence 8 with examples of other outcomes to the slavery issue that might have taken place.
Revising and Proofreading

To revise an essay on a reading selection, make sure that it demonstrates an in-depth understanding of the selection and shows a willingness to think seriously and honestly about a subject. Also be sure that the essay responds fully to the prompt.

Revise the passage below which comes from a response to the following prompt: *Analyze this poem to identify and account for its effect.*

In a Station of the Metro
The apparition of these faces in the crowd; 
Petals on a wet, black bough.—Ezra Pound

Begin by answering the questions that follow. Then use proofreading marks to correct errors in grammar, usage, capitalization, punctuation, and spelling. Finally, rewrite the corrected passage on a separate sheet of paper.

1. Ezra Pound is a major figure in 20th-century poetry; much of his work is difficult to understand, but a few of his poems aren't.

2. Ezra Pound's poem "In a Station at the Metro" is one that immediately conveys its meaning to the reader. (3) It hauntingly compares faces in a subway station to petals. (4) The first thing I notice is the word *apparition*, which leaves a powerful impression.

3. Working against this hint of death, The second line evokes spring and new life with the word *petals* and *wet*. (6) Yet a sense of loneliness pervades the second line, too, we can see each petal etched distinct against the black background, how separate those faces in the crowd must be! (7) Also, the rhythm of the second line makes you put pauses between the words, which goes along with the whole loneliness thing. (8) All these elements, the ghostly whiteness, the black bough, the moist rebirth, the crowd and the separate faces—combine to give this poem a hauntingly, melancholy, sweetness.

1. Which sentence fails to respond to the prompt and should be deleted? _________ 

2. Revise Sentence 4 to explain the word “apparition” and the impression it leaves. ____________

3. Revise Sentence 7 so that its tone is more in keeping with the rest of the essay. ____________
(1) Karl Friedrich Gauss stands with Newton and Archimedes as one of the greatest mathematicians of all time. (2) He gave an early hint of his genius at the age of three, when he found an error in his fathers' bookkeeping. (3) At ten he astounded his teacher by multiplying the integers from one to one hundred in his head. (4) By the age of 18, he already developed a whole new system of algebra, the "method of least squares", nonetheless, he was thinking of studying classical languages instead of mathematics. (5) Then, in 1796, he discovered how to construct a polygon of 17 sides, using only a compass and a straight-edge. (6) Excited by his discovery the young German chose mathematics as his destiny. (7) One of Gauss's most interesting discoveries resulted when he asked himself: "What if we assume that parallel lines do meet?" (8) He discovered that a completely and consistently system of geometry could be developed by denying the fundamental axiom of Euclid's geometry. (9) In some ways according to many physicists, Gauss' non-Euclidean geometry describes reality more accurate than Euclidean geometry did. (10) Gauss himself never boast of his brilliance, but others called him the "Prince of Mathematicians."
The Parts of a Sentence

Proofreading
Read the passage. Then, using proofreading marks, make corrections on this page. Look especially for sentence fragments and run-on sentences, as well as errors in punctuation, spelling, and usage.

(1) Ozone is a gas formed entirely of oxygen. (2) It differs however, from the oxygen we breath each molecule of ozone consists of three linked oxygen atoms whereas normal oxygen molecules consists of only two linked atoms. (3) For some reason, that one extra atom make all the difference. (4) Think of air with high concentrations of normal oxygen it smells especially pure. (5) Ozone by contrast has a sharp and irritatting odor. (6) Ozone is found near the earth as one of the main componants of photo chemical smog. (7) Here in the lower atmosphere, ozone is considered a hazard. (8) It causes asthma attacks and throat iritation in humans, as well as leaf damage and other problems in plants (9) Small quantities of ozone are also found in the Stratosphere or upper atmosphere 6 to 31 miles above the earth. (10) This ozone screens out harmful ultraviolet radiation from the sun and is therefore crucial to our survival. (11) Studies show that fluorocarbons, the gases found in aerosol cans and refrigerater coils. Tends to destroy the ozone in the stratosphere. (12) Scientists fear that "holes" in the ozone layer may have disastrous consequences for life on earth. (13) They reccomend, therefore, that steps be taken to protect its ozone layer.
Phrases and Clauses

Proofreading

Read the passage. Then, using proofreading marks, make corrections on this page. Look especially for errors in the use of phrases and clauses, as well as other errors in punctuation, spelling, and usage.

(1) For thousands of years, people have tried to invent a perpetual motion machine; a device that can run forever without no outside source of power. (2) A sanskrit manuscript suggested an idea for one such device, written 1500 years ago. (3) According to this idea, water running downhill would turn a wheel that would run a pump, which would pump the water back to the top of the hill. (4) It would run downhill and turn the wheel again from there. (5) Examining this idea on paper, it looks good. (6) Trying to build one, the device doesn't work. (7) That's because every time energy is used to do work, some of the energy turns to heat and gets lost. (8) Therefore, more energy must be spent getting water to the top of the hill than the same water can produce coming down. (9) It would be like trying to get rich buying eggs for a dime and selling them for a nickel, building a perpetual motion machine. (10) Today, the united states Patent Office won't look at a design unless the inventor has—which none of them never do of course—a working prototype for a perpetual motion machine. (11) This hasn't stopped the inventors, whom run on the powerfulllest fuel of all, the hope of getting rich.
Verb Usage

Proofreading
Read the passage. Then, using proofreading marks, make corrections on this page.
Look especially for errors in the way verbs are used, such as inconsistent or inaccurate tenses. Also check for other errors in punctuation, spelling, and usage.

(1) If Missouri Artist George Caleb Bingham was alive today he might be working as a photographer for he set out to capture life as he seen it. (2) Painting wasn't Bingham's first love—in fact, early in life, he had lain plans for a career in politics and, by 1832 was busy studying law when an itinerant portrait-painter came through town, and convinced him to take up art. (3) Central Missouri was a region of rising prosperity then, and a good portrait painter could make a dependable living. (4) Bingham's fame however, lays mainly on his "genre paintings." Vivid scenes in which he setted down his impressions of everyday life. (5) Early critics call his art rough-hewn because his subjects were not setted against lofty classical landscapes. (6) His masterpiece Fur Traders descending the Missouri showed a man, a boy, and a chained fox floating downriver in a boat. (7) The man is rowing. (8) A bale of furs sets in the middle of the boat. (9) The boy is laying across the bale, looking out at the viewer. (10) The painting raised $75 at an auction in 1845. (11) Since then its value has rose dramatic. (12) If it is auctioned today it will fetch many thousand. (13) Even in his lifetime, however, the price for Bingham's work did raise; in 1846, his painting The Jolly Flatboatmen sold for $290.
Agreement of Subject and Verb

Proofreading
Read the passage. Then, using proofreading marks, make corrections on this page.
Look especially for problems with subject and verb agreement, as well as other errors in
punctuation, spelling, and usage.

(1) The whole family of snakes inspire most people with horror,
and it's hard to say whether venomous or constricter snakes is more
hated. (2) Constricter snakes sufocates their prey by squeezing it.
(3) The boa and the python is the best-known example of constrictor
snakes. (4) The python, the largest of all constrictors, weigh over 320
pounds and can eat an animal that is half its weight. (5) On the other
hand, the python, like most snakes, don't eat often. (6) Two weeks
are a long time to go without food for most animals. But for snakes it's
routine. (7) Furthermore, some snakes are picky eaters. (8) There are
snakes that eats only slugs, some that eats only scorpions, and some
that subsists on frog eggs. (9) Taked as a whole, however, snakes
have the most varied diets of all predators which may account
partially for their success. (10) Today there is some 2500 species of
snakes! (11) The good news are that snakes, even venomous ones
like the Cobra, isn't nearly as dangerous as their image suggest.
(12) The number of Americans who's have been killed by snakes are
negligible. (13) For one thing, venomous snakes avoid wasting
venin on non food items like people. (14) Anyway, what we feel about
snakes are beside the point. (15) This form of wildlife, like others,
deserves our protection.
Proofreading

Read the passage. Then, using proofreading marks, make corrections on this page. Look especially for inaccurate use of pronouns, such as unclear or ambiguous pronoun antecedents. Also check for other errors in punctuation, spelling, and usage.

(1) With her arms full of bags Mrs Armstrong paused to chat with the local reporter. (2) “This is cans, bottles, and newspapers,” she said. (3) “We—my family and I—believe in recycling, so we make a family project of it. (4) One of us sorts the trash, another bundle them, and so on. (5) Nobody really minds hauling the stuff to the recycling center, but whomever does it gets to skip another house-chore.

(6) This week though my husband is just going to drop it off on his way to work. (7) Him taking it will save the kids and I a trip. (8) Actual, we have a informal contest going with our neighbors the Dolmans to see whom can produce less throwaway garbage each week. (9) They pride theirselves on using only one can for all they’re household garbage, but this week we’ve produced just as little as them. (10) Neither of us does any composting yet, we both plan to, and thats going to make a difference. (11) It all comes down to responsibility. (12) State governments can do its part, and it should; but us citizens have to take a active role as well. (13) We produce the garbage, so in the end whose responsible for solving the problem of garbadge? (14) I for one have no doubt—it is us.”
Adjective and Adverb Usage

Proofreading

Read the passage. Then, using proofreading marks, make corrections on this page. Look especially for incorrect use of adjectives and adverbs, as well as other errors in punctuation, spelling, and usage.

(1) In 1801 a French boy named Jean François Champillion saw a copy of the Rosetta Stone. One of the most intriguing archaeology finds of all time. (2) Dug up by an arabic worker near the Nile, the strange shaped stone has three bands of writing carved across its highly, polished black surface. (3) One of them bands is written in the script of ancient Greece, another is written in the even ancienter Egypt script called hieroglyphics. (4) Its true that many more has been written in Greek than hieroglyphics. (5) Still, there wasn't no one in the world who could read hieroglyphics at that time. (6) Champillion couldn't help dreaming that he would be the first. (7) Six years later, Champillion was the more promising young professor at the university of Grenoble. (8) He spoke a dozen languages real good, and he was still interested in the Rosetta Stone. (9) For 13 years Champillion worked terrible hard, trying to use the Greece portion of the stone to decipher the hieroglyphic portion. (10) At times he felt awful discouraged, but then, finding some breakthrough, he felt well again, and eager to forge ahead. (11) Finally he cracked the code of the Rosetta Stone, providing the key to all hieroglyphic writings. (12) Champillion did more than any scholer of his time to reveal the mysteries of the ancient world.
In the age of exploration—the 15th and 16th Centuries—Europeans considered the American Continent a barrier. What they wanted was a short cut to the east, the so-called Indies. One captain, Sir Richard Willoughby, tried to find a Northeastern route to the Orient over the top of Siberia, but he foundered on the Kola peninsula and died of cold. Another Englishman, Richard Chancellor, formed the Muscovy Trading Company in partnership with the Tsar of Russia, Tsar Ivan IV. This Company was the first to fund an expedition by Captain Henry Hudson. In 1607 the Dutch East India Company of Amsterdam hired this same British Captain to look for the fabled Northwest Passage through North America. Hudson sailed north along the coast in his ship, the *Half Moon*, until he discovered Long Island, and thus gave Holland a claim in the new world. In 1610 Hudson again crossed the Atlantic and entered a Strait in Canada that is now called Hudson Bay. Here his crew mutinied. Douglas Liversidge, in his book *Arctic Exploration* writes, "On June 21, 1611, Hudson, his young son, and a few loyal shipmates were set adrift in an open boat." So ends the career of an Illustrious Sailor.
(1) Will asteroids lure humans into space. (2) Well science fiction writers has long suggested that possability and they're fancies may have some basis in fact. (3) According to astronomers some 200000 asteroids, each at least 10 meters in diameter circles the Sun. (4) Some of these asteroids are loaded with gold platinum osmium and other precious metals. (5) There are several types of asteroids including those composed mainly of carbon, those composed mainly of rock and those composed of a combination of elements. (6) To mine the asteroids: scientists must solve several problems. (7) First suitable asteroids, ones containing mineral wealth must be located; (8) Second, the technology for flying to landing on and returning from these asteroids must be perfected. (9) Finally: techniques for seperating the minerals from the rocks in deep space, must be developed. (10) Scientist's at the university of arizona are working. With N.A.S.A. funding to solve the first problem. (11) One scientist states "Technically the problems of asteroid mining can be solved!" (12) At currant prices according to science writer Richard Hoagland, one 10-meter asteroid could yield, "as much as $180 million worth of gold." (13) How ironic, if space like California was to experience a gold rush.
Semicolons, Colons, and Other Punctuation

Proofreading

Read this excerpt from a formal letter. Then, using proofreading marks, make corrections on this page. Look especially for errors in punctuation that could be corrected by the proper use of colons, semicolons, dashes, hyphens, or parentheses. Also check for errors in spelling and usage.

(1) Dear Ms Whitman;

In response to your interesting query of January 4, "Why did the calender take so long to be invented?" let me state: that accurate 365 day, 12 month calendar is not easy to develop. (2) Think about it, if you didn't all ready have a calendar how would you calculate the exact length of a solar year; on what day would you start counting! (3) How would you know; without a calendar, when you reached the "same" day again? (4) Lunar sycles, of course are easy to mark and count, but here's the rub, no number of lunar months add up to one solar year (twelve are too few; and thirteen are too many). (5) The early-Romans had a 10 month calendar that drifted through the seasons. (6) For example, December from the Latin decem or 10 was sometimes a winter month; but sometimes a summer month. (7) You'll find a full discussion of these topics in my book "Time: The Final Frontier", alternative; you could attend a lecture I will give at 8-30 P.M. next Wednesday in the Brandon Hall-of-Science. (8) I'll be discussing various topics such as 1 why February has twenty eight days, 2 why the Balinese have a calendar with two kinds of years, and 3 why the mayans invented a 260 day year.
Apostrophes and Quotation Marks

Proofreading

Read the passage. Then, using proofreading marks, make corrections on this page. Look especially for errors involving apostrophes and for the incorrect punctuation of quotations. Also, check for other errors in punctuation, spelling, and usage.

(1) "One of the world's oldest pieces of recorded literature is an epic, said Charles. (2) "The epic tale of Gilgamesh is about a Sumerian king who's tyranny incurs the god's wrath. (3) They send the brute-man "Enkidu" to kill him, but Gilgamesh's and Enkidu's battle ends in a draw, and the two became fast "friends." (4) Later, Gilgamesh spurns a goddess' love and she sends the 'Bull of Heaven' to destroy him. (5) Gilgamesh's good friend Enkidu slays the Bull, and that's when the gods say, Enkidu must die. (6) It's an amazing tale."

(7) "Oh, why," exclaimed Penny, "don't people write epics any more?"

(8) Charles' brow wrinkled in thought. (9) "I spose it's because modern writers strive to express themselves as individuals, whereas a true epic expresses an entire peoples' soul. (10) The Iliad, for example, isn't just Homer's story; it's the story of the Greeks as a people."

(11) "Have you read my sister's-in-law's article "The Epic Impulse"? asked Penny, (12) "she writes that The Kalevala, Finland's national epic, has no author but was actually pieced together by scholars' using a variety of oral source's, sometime in the 1870s".
Personal and Expressive Writing
Elaboration
Page 1
Answers will vary. Possible answer is shown below.
(1) Life can teach you a hard lesson when you least expect.
(2) I think back to the time I borrowed my best friend Josie's favorite earrings to go to my cousin's wedding.
(3) She begged me not to lose the earrings. Oh, she went on and on about what the earrings meant to her, but I scarcely listened. After all—good grief—I didn't plan to lose the earrings.
(4) After the ceremony, however, at the reception, the earrings were hurting, so I took them off and put them on a windowsill. The next time I looked, they were gone!
(5) Josie looked devastated when I broke the news. Her cheeks went all chalky and she started whimpering, "Oh no! Oh no! Like some hurt animal." I said, "Good grief, Josie, it's not the end of the world. I've got a hundred dollars saved. I'll buy you a new pair, an even better pair."
(6) The look in her eyes stopped me dead.
(7) "Don't you understand?" she whispered. "Those earrings came from my great grandmother. You can't replace them. I told you that."
(10) "Weren't you listening?"
(11) I realized something awful: if those had been my earrings I never would have lost them. I had been careless with them only because they were someone else's treasure.
(12) That day I decided to notice and respect what other people value.

Personal and Expressive Writing
Revising and Proofreading
Page 2
Possible responses:
1. I took a deep breath, walked into the dining room, and just blurted my summer plans.
2. I should be able to decide for myself, I thought.
3. As we talked some more, I began to realize something Important.
4. I began to think again about going to Alaska.

The sentences that follow correct the proofreading errors.
(2) "I've got a chance to, uh... work on a fishing boat this summer—in Alaska."
(3) Then I braced myself for a storm.
(4) I knew exactly what they were going to say, I thought.
(5) It's so far away! You're too young! It sounds dangerous—and so on.
(6)/(7) I began to think of angry responses before they even had a chance to speak.
(9) "Alas!" said my mom.
(10) "Why, that sounds interesting, Ben."
(11) She was smiling, and Dad was nodding, looking pleased.
(12) I could hardly believe it.
(13) They were actually not going to argue!

Observation and Description
Elaboration
Page 3
Answers will vary. Possible answer is shown below.
1. All morning people trickled into Smollet Park.
2. By noon at least 6,000 had gathered on the lush lawns.
3. There, the Magic Lantern Theater group was setting up the special show it had created for this, the annual Earth Day picnic.

(4) Earth Day was launched by Wisconsin Senator Gaylord Nelson, one of the first national political figures to emphasize environmental issues. In a 1970 speech Nelson called for "an event in honor of the earth" to take place on April 22. According to CBS news, over 20 million people answered the call that year. Earth Day has been observed across the nation ever since.
(5) At noon Magic Lantern began its skit. (6) High school seniors Jose Martinez and Martha Clark, dressed in leaves and vegetables, portrayed Earth Man and Earth Woman. (7) Al Markowitz portrayed Trashman. Covered with soot and dressed in styrofoam packages, cans, and plastic wrappers, this character comes to their door, begging to be let in. Once inside, of course, he keeps spreading out until Earth Folks are forced to move out of their own home. (8) It was a fitting skit for Earth Day, as it raised the question: in real life, where else can Earth Folks go?
Elaboration
Page 5
Answers will vary. Possible answer is shown below.

PLEASANT SUBURBAN KITCHEN INTERIOR: JEAN COX, 47, MEDIUM-HEIGHT, BROWN HAIR, WEARING SLACKS AND TAILORED SHIRT, AND HER DAUGHTER LORNA, LANKY 17-YEAR-OLD WITH DEFJANT MANNER, SITTING AT TABLE
JEAN: I'm telling you for the last time, Lorna. You can't work in that coffee shop anymore. Tell Mr. Jordan you're quitting.
LORNA: But just tell me why, Mama. Just give me one good reason.
JEAN: One good reason? Lorna, your grades have gone from A to C. Should I wait till you're actually flunking to put my foot down? You work in that place until all hours, you can hardly drag yourself out of bed in the morning—and no wonder! It's just too much, Lorna. Why do you need so much money anyhow, honey? We'd give you an allowance—we want to. Just ask!
LORNA: I don't want to take money from you anymore, Mama, it's the principle, just like you and Dad said. Only these are my principles.
JEAN: Principles are fine, but not at the expense of your schoolwork. How will you get into a good college with your grades?
LORNA: I've got news for you, Mama. I'm not going to college.
CLOSE UP OF JEAN: SHE'S GONE PALE; SHE STARES AT HER DAUGHTER SILENTLY FOR A MOMENT.
JEAN: What?
LORNA: I've decided to get a job after I graduate, Mama.

Narrative and Literary Writing
Revising and Proofreading
Page 6
Possible responses:
1. LORD MARSH AND INSPECTOR SLOBIN ARE STANDING BY THE HIGH FRENCH WINDOWS IN THE DRAWING ROOM, LOOKING OUT OVER A MANICURED GARDEN.
2. JARVIS: (stiffly) I was just looking for something, sir, but now I remember where I left it.
3. JARVIS: (startled, flushing angrily) Where did you get that? Give it back. It's not yours!
The lines that follow correct the proofreading errors.
(2) JARVIS, THE BUTLER, ENTERS, SEES THEM, AND PULLS BACK—BUT NOT BEFORE (colon deleted) MARSH SPOTS HIM.
(3) MARSH: Wait, Jarvis. What did you want in here?
(4) JARVIS: (stepping forward) What exactly were you looking for?
(5) SLOBIN: (drawing a blue envelope from his pocket) This?
(6) SLOBIN: Nor yours, I'm afraid.

Informative Exposition: Classification
Elaboration
Page 7
Answers will vary. Possible answer is shown below.
(1) Today we often hear the word multicultural used to describe American society. (2) Because the United States has received more immigrants than any other country in history, we do have a society made of many cultures. Our nation began with those seeking better lives from countries such as England and Germany, and with enslaved people from Africa, brought over to work on American plantations. (3) These groups and the many that came later brought with them their own cultures—that is, their own beliefs, customs, arts, and ideas—and so each one contributed elements to the rich tapestry that is American society.
(4) Today, however, multiculturalism is not used merely to describe; more often the word is used to suggest that diversity is good and that no one culture is more important than others. (5) Some supporters of it favor the idea of different cultures blending together into one new American culture—just as separate ingredients blend to make a cake. (6) Others support the idea of different cultures weaving together and yet maintaining their distinct identities, just as separate threads in a fabric interweave to make up the pattern. (7) Given our history, multiculturalism is as American as tacos, pizza, or apple pie.

Informative Exposition: Analysis
Elaboration
Page 9
Answers will vary. Possible answer is shown below.
(1) Scientists believe that every star starts out as a nebula, a huge cloud of dust and gas millions of miles across, rotating slowly in space. (2) Due to the force of gravity, every particle in the cloud attracts all the others; this causes the cloud to "pull itself together" over the gravity, every particle in the cloud attracts all the others; this causes the cloud to "pull itself together" over the Hue, every particle in the cloud attracts all the others; this causes the cloud to "pull itself together" over the
course of eons and shrink or collapse toward its own center. (3) Eventually the cloud becomes so dense that its atoms begin to collide and break, setting off nuclear explosions. (4) The nebula has now become a star. (5) The energy bursting out stops the shrinking process temporarily. (6) As fuel burns away, though, the star cools and starts collapsing again, only to explode into a huge fireball called a red giant. (7) Red giants eventually contract into small, hot stars called white dwarfs or even further into neutron stars: dense balls that are scarcely ten miles across but so dense that a single matchbox of their matter would weigh a billion tons. (8) Huge stars may even shrink to tiny dots called "black holes," the heaviest things in the universe. A black hole smaller than a sugar grain can weigh more than our entire solar system. In fact, black holes—they are invisible!

Informative Exposition: Analysis
Revising and Proofreading
Page 10
1. Possible response: A smart person may be called "a big brain," but brain size actually has very little to do with intelligence.
2. Sentences 7 and 8 should be inserted between Sentences 1 and 2.
3. Possible response: The depth and number of these folds seem to have some relationship to intelligence: the deeper and more numerous the folds, the more intelligent the person or animal is likely to be.
4. Possible response: Could it be that dolphins are just as smart as people?

The sentences that follow correct the proofreading errors.
2. The brilliant physicist (comma deleted) Einstein (comma deleted) had, it seems, an average or undersized brain.
3. Studies show (comma deleted) that only one part of the brain is involved in the kind of thinking we usually call intelligence.
4. This Is the outer skin, or cortex, of the forebrain, or cerebrum.
5. The cerebral cortex is a thick layer of tissue with many folds.
9. Interestingly enough, the cerebral cortex of a dolphin is just as deep and convoluted as a human's.

Informative Exposition: Synthesis
Elaboration
Page 11
Answers will vary. Possible answer is shown below.

(1) Many teenagers would like to make money, but they don't know where to look for work. Odd jobs for teenagers aren't listed in the paper, and most kids are nervous about knocking on doors to ask for jobs—as well they should be. (2) Many adults would be glad to hire teenagers for such jobs as babysitting, yardwork, hauling, and washing of cars, but they don't know how to find teenagers who want the work.
(3) We could solve both problems by starting a job center at our school. (4) All we need is a teacher to sponsor us, volunteers, a phone, and some files.

(5) Students who wanted work could come in and fill out cards. Each card would list the student's name, phone number, skills, and hours. (6) Students would pay a small fee to be listed. (7) The Center would use this money to advertise itself in the newspaper, put up flyers in the neighborhood, and pay for the phone. (8) Students could take turns answering the phone. Adults who needed help would call in and explain what kind of job they had available. (9) The student who answered the call would take out the file for that type of job and match the employer to a student. Everybody, it seems to me, would win with this proposal.

Informative Exposition: Synthesis
Revising and Proofreading
Page 12
1. Possible response: Last week, a long-simmering conflict between two students at this school erupted in a fight that ended with a broken window. School authorities couldn't defuse the conflict early on because they didn't even know about it. This was not an isolated incident.
2. Possible response: What's more, many students are reluctant to accept the rulings of adults, whom they feel might not really understand the problem.
3. Possible response: Most students would be willing to accept the rulings of such a court because the judge and jury would be made up of their peers.
4. Possible response: Furthermore, it would give us valuable insights into what it means to behave as adults in the real world.

The sentences that follow correct the proofreading errors.
2. Students, (delete are) like adults, have many conflicts.
3. School authorities can't (delete hardly) arbitrate these conflicts because they don't learn of them early enough, and because they seldom understand the issues.
5. I think the administration should help us students set up our own court.
6. Any two students who are having a disagreement could come to this court (comma deleted) and argue their case.
8. Such a court would help us students solve our own (selves's deleted) problems.

Persuasion
Elaboration
Page 13
Answers will vary. Possible answer is shown below.

(1) In 1985 nearly 1,000 people in several Western states suffered ill effects from eating watermelon. The cause: residues of a pesticide called Temik. Do such incidents mean the use of pesticides in farming should be banned?
(2) Pesticides are toxic chemicals used to control insects, rats, weeds, and fungi. (3) Without them, defenders argue, modern farming would be impossible. According to statistics compiled by California state officials, each dollar spent on pesticides yields a three dollar gain in crop yield.
(4) Environmentalists, however, point to pesticide residues found consistently in our food and water. According to a 1987 report from the Environmental
amount of pesticides used in American agriculture has doubled. It has been one of the most enduring figures in modern practice of planting a single crop across a tract of many acres. Although this is convenient for farmers and allows them to be more productive, it is also like setting a banquet for whatever pest thrives on that crop. It promotes the growth of that pest, which then makes pesticide use necessary. Alternative methods of farming might therefore be one way to avoid the problems associated with pesticides.

Persuasion
Revising and Proofreading
Page 14
Possible responses:
1. Hotels, restaurants, stores, and buses, they say, bring too many people to the park, thus damaging the park's environment. They also point to problems of noise and litter.
2. We must choose between preserving the pristine beauty of the parks and making that beauty available to the public?
3. Preservation of the parks must, after all, be the prime consideration, for if the parks are destroyed, both sides lose.

The sentences that follow correct the proofreading errors.
(1) You no longer have to be a rugged pioneer to vacation in one of America's national parks.
(2) Her classic novel tells the story of a scientist who builds an enormous man out of body parts and brings it to life, only to lose control of it.
(3) The monster goes on a rampage (comma deleted) until, caught on an iceberg, it floats out to sea.
(4) 'Frankenstein' is a horrifying story, but it's not just a horror story.
(5) In an age of nuclear bombs, this question is important.

Writing About Literature
Elaboration
Page 15
Answers will vary. Possible answer is shown below.
(1) Sherlock Holmes, a character invented by the 19th-century British author Sir Arthur Conan Doyle, has been one of the most enduring figures in modern literature. (2) Holmes is supposedly a detective. In each story, he tackles a frightening, inscrutable puzzle—usually a murder—and solves it. Actually, however, Holmes is a magician, and that's the key to his popularity.
(3) In The Hound of the Baskervilles, for example, Holmes takes one look at a walking stick and is able to give a complete physical description of its owner. Then, however, Holmes goes on to demonstrate the quality that makes his magic unique: he always has a reasonable explanation for how he arrived at his conclusions. (4) His method consists of highly developed observation and deduction, techniques that modern readers find completely believable in this age of science. After all, these are the same techniques scientists use to conduct scientific experiments and discover natural laws. (5) Thus, Holmes gives us the best of both worlds: he is truly a magician, and his magic consists of techniques and powers in which we truly and thoroughly believe.

Reports
Elaboration
Page 17
Answers will vary. Possible answer is shown below.
(1) Rootless tribes once roamed the globe, carving out huge empires under leaders like Attila and Genghis Khan. They were nomads, people who lived on the move and had no fixed home. (2) Today, nomadism as a way of life seems outmoded, and in every country where nomads still exist, the government has tried to make them settle down. (3) These efforts have failed, probably because they stem from a mistaken assumption—the assumption that nomadism is an inefficient lifestyle doomed to extinction.
(4) Most of today's remaining nomads live in harsh environments where occupations such as farming might be impossible. (5) The Tuareg tribes roam the nearly waterless Sahel along the southwestern edge of the Sahara desert. The Pushtoons and Baluchis of Central Asia trek the arid high deserts of a land torn by war. The Sami, Samoyeds, and Tungus live in the frigid regions of northern Siberia. (6) Anthropologist Richard Evans says, "... nomadic social systems frequently appear to represent the most efficient use of resources in an inhospitable natural or social environment."
Reports
Revising and Proofreading
Page 18
1. Possible response: That's because this future factory worker may be a robot—a machine that can perform human tasks.
2. Possible response: Today, however, they have moved out of the realm of fiction.
3. Sentence 8 should go after Sentence 9.
4. Possible response: According to one estimate, 11 million Japanese robots will be at work by the year 2000 ("Robotics" 179).

The sentences that follow correct the proofreading errors.
(1) The factory worker of the future may never (or may not ever) need a lunch break.
(2) Its job may well be to build other workers like itself.
(4) Robots have a long history in books, movies, and the human (hyphen deleted) imagination.
(5) in America, robotics is a $2 billion industry.
(7) Robots build cars and handle radioactive materials.
(9) Robots operated the Voyager spacecraft that sent back pictures of Jupiter.
(11) Says James Albus, a robot specialist (comma deleted) at the National Bureau of Standards, "We're heading into a postindustrial society (comma deleted) in which there will be no need for human beings to engage in the manufacture of basic goods." (Solomon 44).

Review of Parts of Speech
Proofreading
Page 21
The sentences that follow correct the proofreading errors.
(1) Karl Friedrich Gauss stands with Newton and Archimedes as one of the greatest mathematicians of all time.
(2) He gave an early hint of his genius at the age of three, when he found an error in his father's bookkeeping.
(4) By the age of 18, he had already developed a whole new system of algebra, "the method of least squares"; nonetheless, he was thinking of studying classical language instead of mathematics.
(6) Excited by his discovery, the young German chose mathematics as his destiny.
(7) One of Gauss's most interesting discoveries resulted when he asked himself: "What if we assume that parallel lines do meet?"
(9) In some ways, according to many physicists, Gauss's non-Euclidean geometry describes reality more accurately than Euclidean geometry did.
(10) Gauss himself never boasted of his brilliance, but others called him the "Prince of Mathematicians."

Writing for Assessment
Revising and Proofreading
Page 20
1. Sentence 1
2. Possible response: The key to its haunting quality is the word apparition in line 1, which not only means "appearance" but also "ghostly figure."
3. Possible response: Also, the rhythm of the second line puts pauses between the words, which reinforces the impression of loneliness.

The sentences that follow correct the proofreading errors.
(2) Ezra Pound's poem "In a Station at the Metro" is one that immediately conveys its meaning to the reader.
(3) It hauntingly compares faces in a subway station to petals.
(5) Working against this hint of death, the second line evokes spring and new life with the words petals and wet.
(6) Yet a sense of loneliness pervades the second line, too. We can see each petal etched distinctly against the black background—how separate those faces in the crowd must be!
(8) All these elements—the ghostly whiteness, the black bough, the moist rebirth, the crowd, and the separate faces—combine to give this poem a hauntingly (no comma) melancholy (no comma) sweetness.

Elaboration
Page 19
Answers will vary. Possible answer is shown below.
McNeil would say that who we are and what we value as Americans was shaped in part by what other Americans did in the past. (1) The Civil War is a good example. (2) The revolution that gave birth to our country left us with a terrible contradiction—slavery. How could a nation dedicated to freedom tolerate such a horror? Yet ending slavery was no simple matter. The South, because of its plantation economy, seemed dependent on slavery for its very survival. It's not likely, therefore, that the issue of slavery could ever have been settled without bloodshed. (3) Looking back, we realize what a crisis the South provoked in trying to secede. (4) We can see each petal etched distinctly against the black background—how separate those faces in the crowd must be!

Writing for Assessment
Proofreading
Page 19
Answers will vary. Possible answer is shown below.

Karl Friedrich Gauss stands with Newton and Archimedes as one of the greatest mathematicians of all time.

He gave an early hint of his genius at the age of three, when he found an error in his father's bookkeeping.

By the age of 18, he had already developed a whole new system of algebra, "the method of least squares"; nonetheless, he was thinking of studying classical language instead of mathematics.

Excited by his discovery, the young German chose mathematics as his destiny.

One of Gauss's most interesting discoveries resulted when he asked himself: "What if we assume that parallel lines do meet?"

He discovered that a complete and consistent system of geometry could be developed by denying the fundamental axiom of Euclid's geometry.

In some ways, according to many physicists, Gauss's non-Euclidean geometry describes reality more accurately than Euclidean geometry did.

Gauss himself never boasted of his brilliance, but others called him the "Prince of Mathematicians."
The Parts of a Sentence
Proofreading
Page 22
The sentences that follow correct the proofreading errors.
(2) It differs, however, from the oxygen we breathe; each molecule of ozone consists of three linked oxygen atoms, whereas normal oxygen molecules consist of two linked atoms.
(3) For some reason, that one extra atom makes all the difference.
(4) Think of air with high concentrations of normal oxygen; it smells especially pure.
(5) Ozone, by contrast, has a sharp and irritating odor.
(6) Ozone is found near the earth as one of the main components of photochemical smog.
(8) It causes asthma attacks and throat irritation in humans, as well as leaf damage and other problems in plants.
(9) Small quantities of ozone are also found in the stratosphere, or upper atmosphere, 6 to 31 miles above the earth.
(10) This ozone screens out harmful ultraviolet radiation from the sun and is, therefore, crucial to our survival.
(11) Studies show that fluorocarbons, the gases found in aerosol cans and refrigerator coils, tend to destroy the ozone in the stratosphere.
(13) They recommend, therefore, that steps be taken to protect the earth's ozone layer.

Phrases and Clauses
Proofreading
Page 23
The sentences that follow correct the proofreading errors.
(1) For thousands of years, people have tried to invent a perpetual motion machine, a device that can run forever with no outside source of power.
(2) A Sanskrit manuscript written 1,500 years ago suggested an idea for one such device.
(4) From there it would run downhill and turn the wheel again.
(5) When examined on paper, this idea looks good.
(6) Trying to build one shows that the device doesn't work.
(9) Building a perpetual motion machine would be like trying to get rich buying eggs for a dime and selling them for a nickel.
(10) Today, the United States Patent Office won't look at a design for a perpetual motion machine unless the inventor has a working prototype, which none of them ever do, of course.
(11) This hasn't stopped the inventors, who run on the most powerful fuel of all, the hope of getting rich.

Verb Usage
Proofreading
Page 24
The sentences that follow correct the proofreading errors.
(1) If Missouri artist George Caleb Bingham were alive today, he might be working as a photographer, for he set out to capture life as he saw it.
(2) Painting wasn't Bingham's first love; in fact, early in life, he had laid plans for a career in politics. By 1832 he was busy studying law when an itinerant portrait painter came through town (comma deleted) and convinced him to take up art.
(4) Bingham's fame, however, lies mainly on his "genre paintings," vivid scenes in which he set down his impressions of everyday life.
(5) Early critics called his art rough-hewn because his subjects were not set down by their fronts with overly classical landscapes.
(6) His masterpiece, Fur Traders Descending the Missouri, shows a man, a boy, and a chained fox floating downriver in a boat.
(9) The boy is lying across the bale, looking out at the viewer.
(11) Since then its value has risen dramatically.

Agreement of Subject and Verb
Proofreading
Page 25
The sentences that follow correct the proofreading errors.
(1) The whole family of snakes inspire most people with horror, and it's hard to say whether venomous or constrictor snakes are more hated.
(2) Constrictor snakes suffocate their prey by squeezing it.
(3) The boa and the python are the best-known examples of constrictor snakes.
(4) The python, the largest of all constrictors, weighs over 320 pounds and can eat an animal that is half its weight.
(5) On the other hand, the python, like most snakes, doesn't eat often.
(6) Two weeks is a long time to go without food for most animals, but for snakes, it's routine.
(8) There are snakes that eat only slugs, some that eat only scorpions, and some that subsist on frog eggs.
(9) Taken as a whole, however, snakes have the most varied diets of all predators, which may account partially for their success.
(10) Today there are some 2,500 species of snakes!
(11) The good news is that snakes, even venomous ones like the cobra, are not (or aren't) nearly as dangerous as their image suggests.
(12) The number of Americans who have been killed by snakes is negligible.
(13) For one thing, venomous snakes avoid wasting venom on nonfood items such as people.
(14) Anyway, what we feel about snakes is beside the point.
Pronoun Usage
Proofreading
Page 26
The sentences that follow correct the proofreading errors.

1. With her arms full of bags, Mrs. Armstrong paused to chat with the local reporter.
2. "These are cans, bottles, and newspapers," she said.
3. One of us sorts the trash, another bundles it, and so on.
4. Nobody really minds hauling the stuff to the recycling center, but whoever does it gets to skip another house chore.
5. This week, though, my husband is just going to drop it off on his way to work.
6. He's taking it will save the kids and me a trip.
7. Actually, we have an informal contest going with our neighbors the Dilmans to see who can produce less throwaway garbage each week.
8. They pride themselves on using only one can for all their household garbage, but this week we've produced just as little as they.
9. Neither of us does any composting yet, but we both plan to, and that's going to make a difference.
10. State governments can do their part, and they should; but we citizens have to take an active role as well.
11. We produce the garbage, so in the end who's responsible for solving the problem of garbage?
12. I, for one, have no doubt—we're the ones."

Adjective and Adverb Usage
Proofreading
Page 27
The sentences that follow correct the proofreading errors.

1. In 1801 a French boy named Jean François Champollion saw a copy of the Rosetta Stone, one of the most intriguing archaeological finds of all time.
2. Dug up by an Arabic worker near the Nile, the strangely shaped stone has three bands of writing carved across its highly polished black surface.
3. One of these bands is written in the script of ancient Greece; another is written in the even more ancient Egyptian script called hieroglyphics.
4. It's true that much more has been written in Greek than in hieroglyphics.
5. Still, there was no one in the world who could read hieroglyphics at that time.
6. Six years later, Champollion was the most promising young professor at the University of Grenoble.
7. He spoke a dozen languages really well, and he was still interested in the Rosetta Stone.
8. For 13 years Champollion worked terribly hard, trying to use the Greek portion of the stone to decipher the hieroglyphic portion.
9. At times he felt awfully discouraged, but then, finding some breakthrough, he felt good again and eager to forge ahead.
10. Champollion did more than any other scholar of his time to reveal the mysteries of the ancient world.

Capitalization
Proofreading
Page 28
The sentences that follow correct the proofreading errors.

1. In the Age of Exploration—the 15th and 16th centuries—Europeans considered the American continent a barrier.
2. What they wanted was a shortcut to the East, the so-called Indies.
3. One captain, Sir Richard Willoughby, tried to find a northeastern route to the Orient over the top of Siberia, but he foundered on the Kola Peninsula and died of cold.
4. Another Englishman, Richard Chancellor, formed the Muscovy Trading Company in partnership with the tsar of Russia, Tsar Ivan IV.
5. This company was the first to fund an expedition by Captain Henry Hudson.
6. In 1607 the Dutch East India Company of Amsterdam hired this same British captain to look for the fabled Northwest Passage through North America.
7. Hudson sailed north along the coast in his ship the Half Moon until he discovered Long Island and thus gave Holland a claim in the New World.
8. In 1610 Hudson, again, crossed the Atlantic and entered a strait in Canada that is now called Hudson Bay.
9. Here his crew mutinied.
10. Douglas Liversidge, in his book Arctic Exploration, writes, "On June 21, 1611, Hudson, his young son, and a few loyal shipmates were set adrift in an open boat."
11. So ended the career of an illustrious sailor.

End Marks and Commas
Proofreading
Page 29
The sentences that follow correct the proofreading errors.

1. Will asteroids lure humans into space?
2. Well, science fiction writers have long suggested that possibility, and their fancies may have some basis in fact.
3. According to astronomer, some 200,000 asteroids, each at least 10 meters in diameter, circle the sun.
4. Some of these asteroids are loaded with gold, platinum, osmium, and other precious metals.
5. There are several types of asteroids, including those composed mainly of carbon, those composed mainly of rock, and those composed of a mixture of elements.
6. To mine the asteroids, scientists must solve several problems.
7. First, suitable asteroids, ones containing mineral wealth, must be located.
8. Second, the technology for flying to, landing on, and returning from these asteroids must be perfected.
9. Finally, techniques for separating the minerals from the rocks in space must be developed.
10. With NASA funding, scientists at the University of Arizona are working to solve the first problem.

Answer Key
One scientist states, "Technically, the problems of asteroid mining can be solved."

At current prices, according to science writer Richard Hoagland, one 10-meter asteroid could yield (comma deleted) "as much as $180 million worth of gold."

How ironic if space, like California, were to experience a gold rush!

Semicolons, Colons, and Other Punctuation

The sentences that follow correct the proofreading errors.

Dear Ms. Whitman:

In response to your interesting query of January 4, "Why did the calendar take so long to be invented?", let me state (colon deleted) that an accurate 365-day, 12-month calendar is not easy to develop.

Think about it: if you didn't already have a calendar, how would you calculate the exact length of a solar year? On what day would you start counting?

How would you know—without a calendar—when you reached the "same" day again?

Lunar cycles, of course, are easy to mark and count, but here's the rub: no number of lunar months add up to one solar year; (delete parentheses) twelve are too few (semi-colon deleted) and thirteen are too many.

The early Romans (hyphen deleted) had a 10-month calendar that drifted through the seasons.

For example, December (from the Latin decem or 10) was sometimes a winter month (semicolon deleted) but sometimes a summer month.

You'll find a full discussion of these topics in my book (delete quotation marks) Time: The Final Frontier; alternatively, you could attend a lecture I will give at 8:30 P.M. next Wednesday in the Brandon Hall of Science.

I'll be discussing various topics such as (1) why February has twenty-eight days, (2) why the Balinese have a calendar with two kinds of years, and (3) why the Mayans invented a 260-day year.

Apostrophes and Quotation Marks

The sentences that follow correct the proofreading errors.

"One of the world's oldest pieces of recorded literature is an epic," said Charles.

"The epic tale of Gilgamesh is about a Sumerian king whose tyranny incurs the gods' wrath.

They send the brute-man Enkidu to kill him, but Gilgamesh and Enkidu's battle ends in a draw, and the two become fast (quotation marks deleted) friends.

Later, Gilgamesh spurns a goddess's love, and she sends the 'Bull of Heaven' to destroy him.

Gilgamesh's good friend Enkidu slays the Bull, and that's when the gods say, 'Enkidu must die.'

It's an amazing tale."